

## DT overview

### Key stage 1

#### Investigate, design, make and evaluate - DT Planning Sheet

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

	Autumn	Spring	Summer
Reception	Clay hedgehogs	Fruit kebabs	Weaving from nature
Year 1	Clay tile Textiles – decoration <a href="https://www.pinterest.co.uk/pin/my-kids-art--489625790731091040/">https://www.pinterest.co.uk/pin/my-kids-art--489625790731091040/</a>	Junk Modelling – wheels and axles  <a href="https://www.transport-museum.com/learning/learning-from-home.aspx">https://www.transport-museum.com/learning/learning-from-home.aspx</a>	Cooking – using foraged ingredients <a href="https://www.bbcgoodfood.com/howto/guide/foraging">https://www.bbcgoodfood.com/howto/guide/foraging</a>
Year 2	Cooking-smoothies/ soup	Mechanisms – Making a moving monster	Sewing

## Key stage 2

### Investigate, design, make and evaluate - DT Planning Sheet

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

#### Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Autumn	Spring	Summer
Year 3	Puppets – investigating different types of puppet <a href="https://www.designtechnology.org.uk/resource-shop/primary/textiles/puppets-yr2/">https://www.designtechnology.org.uk/resource-shop/primary/textiles/puppets-yr2/</a>	Soup and bread	Clay/ Construction <a href="https://www.bbc.co.uk/programmes/p0114wx5">https://www.bbc.co.uk/programmes/p0114wx5</a>
Year 4	Cooking – savoury snacks	Sound/ electricity models - Buzzer toy	Weaving/ Textiles

		<a href="https://www.instructables.com/Buzz-Wire-Kit/">https://www.instructables.com/Buzz-Wire-Kit/</a>	
Year 5	Cooking – pizza design	Geared model – cams <a href="https://willerbycarrlaneprimary.org.uk/wp-content/uploads/2020/06/DT-Year-5-Mechanisms.pdf">https://willerbycarrlaneprimary.org.uk/wp-content/uploads/2020/06/DT-Year-5-Mechanisms.pdf</a>	Clay pot – emblems
Year 6	Cooking – design and make pasties	Program/monitor/ control- MICROBITS	Car model – wheels, axles and pulleys <a href="https://www.tts-group.co.uk/blog/2016/11/02/pulley-motorised-vehicle.html">https://www.tts-group.co.uk/blog/2016/11/02/pulley-motorised-vehicle.html</a>

### Art overview

### (Showing DT)

### Key stage 1

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Sketchbooks

produce creative work, exploring their ideas and recording their experiences  
become proficient in drawing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Clay hedgehogs/ clay shapes and press shapes in creating texture  Christmas Craft	Drawing	Fruit Kebabs	Painting	Weaving from nature	Printing
Year 1	Clay tile  Christmas Craft	Drawing (6 weeks)	Junk Modelling/ papier mache object – wheels and axles	Painting (6 weeks)	Cooking – using foraged ingredients	Printing (6 weeks)

	Christmas Craft					
Year 2	Drawing (6 weeks)  Christmas Craft	Cooking- smoothies/ soup	Painting (6 weeks)	Mechanisms – making a moving monster	Sewing	Collage (6 weeks)

### Key stage 2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Sketchbooks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Drawing (6 weeks)  Christmas Craft	Puppets – investigating different types of puppet	Painting (6 weeks)	Soup and bread	Clay/ Construction	Printing (6 weeks)
Year 4	Cooking – savoury snacks  Christmas Craft	Drawing (6 weeks)	Sound/ electricity models - Buzzer toy	Painting (6 weeks)	Weaving/ Textiles	Clay relief tile from observational drawing (6 weeks)
Year 5	Drawing (6 weeks)	Cooking – pizza design	Geared model - cams	Painting (6 weeks)	Clay pot – emblems	Printing (6 weeks)

	Christmas Craft					
Year 6	Cooking – design and make pasties  Christmas Craft	Drawing (6 weeks)	Painting (6 weeks)	Program/monitor/control- MICROBITS	Collage (6 weeks)	Car model – wheels, axles and pulleys